

***2025 – 2026***  
***Parent and Family Engagement Plan***

SEALEY ELEMENTARY  
*School*

Meeting Date:	Approval Date:	Mid-Year Review:	End-of Year Review:
4-9-25	4-9-25		

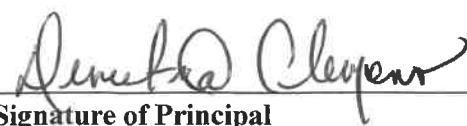
## 2025 – 2026 Parent and Family Engagement Plan

<b>School Name</b>	<b>SEALEY</b>
<b>LEA</b>	<b>Leon County Schools</b>

I, Demetria Clemons, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

### Assurances

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA; as amended by ESSA.
- Involve parents/families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
- Jointly develop/revise with parents the school parent and family engagement plan, distribute it to parents of participating children, and make available the parent involvement plan to the local community.
- Involve parents and family members in an organized, ongoing, and timely way, in the planning and review, of the school parent and family engagement plan.
- Use the findings of the parent and family engagement policy to review and design strategies for more effective family engagement, and to revise, if necessary, the school's parent and family engagement plan.
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency.
- Provide to each parent an individualized student report about the performance of their child (ren) on the state assessment in ELA, Math and Science.
- Provide each parent timely notice when their child has been assigned or been taught for (4) four or more consecutive weeks by a teacher who has not completed the criteria for state certification.
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

  
Signature of Principal

4-9-25  
Date Signed

## Mission Statement

Parent and Family Engagement: Mission Statement (Optional)

### Response:

The Sealey Elementary School teachers, staff and parents will work together to prepare students to be responsible, respectful, and independent learners who will grow intellectually and emotionally that increases academic performance and encourages student and school success.

## Engagement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used [Sections 1116].

### Response:

The School Advisory Council will meet quarterly to plan, review and provide input into the school's Parent Involvement Plan and the School Improvement Plan. The SAC will approve the Parental Involvement Budget.

The School Advisory Council will review the school grade and progress monitoring data.

Effectiveness will be measured by the Spring Title 1 Survey and the School Climate Survey, as well as feedback from SAC meetings, PTO meetings and parent/teacher conferences. Feedback information will be used to develop next year's Parental and Family Engagement which is part of the Title 1 Plan.

## Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I- Part C, Title II, Title III, Title IV, and Title V [Section 1116].

Count	Program	Coordination
1	Title 1	Monthly and/or quarterly meetings are coordinated with the District Title 1 office to address the needs of students and ways for parents to be actively involved in their child's education.
2	Title 1, Part C	Our ESOL Program works closely with families to provide academic and social strategies that enhance self-esteem and improve the educational experiences for students.
3	Title 1, Part D	Sealey works with the District to support The Every Child Succeeds Act (ESSA) services.
4	Title II	Funds will be used for staff development where staff members will discuss expectations and plan strategies to share with parents.

5	Title IV, Part A	Funds will be used for providing accelerated academic programs to identified students.
6	Parent Nights	Each grade level will plan a night to introduce parents to grade level expectations and strategies to work with students at home.
7	Student Intervention Team	The MTSS team or study team identifies students to monitor based on attendance, behavior, and potential academic failure. Strategies are developed to provide support and to monitor improvement over time. The MTSS team conferences with parent to provide data and support. During this meeting, decisions are made about services aimed at increasing student achievement.
8	VPK	Funds will be used for providing Early Childhood Education.

### Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school-wide or targeted assistance), Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116]. **\*Include translated version of all documents.\***

Steps	Annual Title I Meeting(s) Activities/Tasks	Person(s) Responsible	Timeline	Evidence of Effectiveness
A	Determine date for Annual Title I Meeting	Administration	August/September 2025	Copies of flyers, agendas, handouts, surveys
B	Prepare presentation, handouts, and agenda	Administration and Teachers	August/September 2025	Copy of: presentation, handout, agenda
C	Create notification informing families of the meeting (include translated versions)	Administration	August/September 2025	Copy of: notification
D	Create sign-in sheet "Annual Title I Meeting" (include school name; date; location; time; parent/guardian's name; student name(s); phone number; email address; and role) and create evaluation	Administration and Grade Level Chairs	August/September 2025	Copy of: sign in sheets, survey results
E	Distribute initial meeting notifications at least three (3) weeks prior to the meeting date	Administration Media Specialist Social Media Tech	At least three (3) weeks prior to the meeting	Copy of: notification, survey results
F	Distribute notices via various platform i.e. website; social media;	Administration Media Specialist	One (1) week prior to the meeting	Copy of: notification, survey results

	marquee; Parent Portal; Remind; Class Dojo	Social Media Tech Teachers		
G	Conduct meeting and record minutes	Administration	August/ September 2025	Copy of: sign in sheets, agenda, minutes, survey results
H	Complete and upload required documentation for compliance to SharePoint folder	Parent Liaison Compliance Contact/AP	By September 30, 2025	Copy of: notification, agenda, minutes, sign in sheets, presentation, handout, survey results

### Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how will the school provide with Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement [Section 1116].

#### Response:

PTO, SAC and most parent workshops will be held in the evenings as our active parents work full time day jobs. Childcare is offered by our PTO, SAC meetings, and parent workshops, as needed. A Parent Resource Center is located in the Media Center and will be open during school hours.

### Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116].

Family Capacity Building: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Information/Right to Know Annual Title I Meeting	Administration	To inform and to help families understand school procedures, the purpose of Title I programs, how Title I funds support the school,	By September 30th	<ul style="list-style-type: none"> <li>• Survey results</li> <li>• Attendance log</li> <li>• Agenda</li> </ul>

		and ways to support academic achievement		<ul style="list-style-type: none"> <li>• Notification of Meeting</li> </ul>
Grade Level Expectations Parent Nights	Teachers	To increase families understanding of how to access Parent Portal to monitor their child's academic progress, attendance, and grade level expectations, etc.	Fall 2025	<ul style="list-style-type: none"> <li>• Survey results</li> <li>• Flyers</li> <li>• Sign-In Sheets</li> <li>• Parent Conference documentation</li> </ul>
Standardized Testing Information	Assistant Principal; Teachers	Parents will become familiar with the FAST testing format and with strategies to help their child to be successful on the test.	Spring 2026	Flyers, presentation, agenda, sign-in sheet, and parent surveys
Parenting Skills	Principal Social Worker Counselor Behavior Specialist	Parents will gain knowledge and understanding in ways to support their child's academic success.	As needed	Flyers, agendas, parent surveys, and sign-in sheets, parent surveys
Literacy Night	Teachers	Parents will gain knowledge and understanding in ways to support their child's academic success.	Fall 2025 or Spring 2026	Flyers, agendas, and sign-in sheets, parent surveys
Kindergarten Orientation	Teachers	Parents will learn the expectations for their upcoming kindergarteners.	Spring 2026	Flyers, agenda, and sign-in sheets, parent surveys
PTO/SAC Meetings	Administration PTO and SAC Presidents	Parents will learn information concerning the school and will give feedback needs of school.	Ongoing	Flyers, agendas, minutes, parent feedback forms and sign-in sheets, parent surveys
Fall Festival and Spring Family Night to include ways to support learning at home	PTO, Administration and Teachers	The function will offer parents the opportunity to build positive relationships with school staff and learn ways various ways to support learning at home	Fall 2025 and Spring 2026	Flyers, registration sheets, sign-in sheets, volunteer sign-in sheets and parent surveys.

## Staff Training

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of

parent/families, in the value and utility of contribution of parents/families. Describe how the school will reach out, communicate with and work with parents/families as equal partners. As well as implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116].

Staff Capacity Building: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Annual Title I PFE Training	Administration, Parent Liaison, or Principal Designee	Staff will be equipped with strategies designed to foster, strengthen, and improve communication with families.	By September 30, 2025	<ul style="list-style-type: none"> <li>• Parent survey results</li> <li>• School Climate survey results</li> <li>• Sample parent communication documents</li> </ul>
Data Chats	Administration, Instructional Coaches, Teachers	Teachers will utilize data from assessments to prioritize student groupings, to inform instruction, and to communicate more effectively with parents	On-going	<ul style="list-style-type: none"> <li>• Progress monitoring assessment results</li> <li>• Benchmark assessment results</li> <li>• Standardized testing results</li> </ul>
Positive Behavior Interventions and Support (PBIS)	Administration, PBIS Coordinator, Committee Members	Create a positive and supportive environment that enhance academic learning in class	On-going	Agendas, presentations, sign-in sheets, behavioral data, school climate survey

## Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [ESEA Section 1116].

### Response:

We currently have a parent resource area that allows parents to access web resources, including, but not limited to Focus, school website, and FLDOE's website. Parents are always invited to become involved as volunteers, chaperones, PTO members and SAC members of our school committees.



## Communication

Describe how the school will provide the following under [ESEA Section 1116].

- Provide a description of how parents/families will be given timely information about the Title I programs.
- Describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress and the achievement level standards the students will obtain.
- If requested by parents, how will the school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- Methods the school will use to submit parents/families comments if the school-wide program plan is not satisfactory to the parents of participating children, that will be made available to the local education agency [ESEA Section 1116].

### Response:

Parents will receive information about the Title 1 Program at the Open House for Pre-K, Kindergarten and First Grade. Title 1 Program information is also shared at each parent night for grades second – fifth. The Right to Know letters and Parent Compacts will be sent home during the first two weeks of school. Parents will learn about the curriculum, forms of assessment, and proficiency levels during grade level meetings, individual parent conferences, and communication through the weekly folders from primary teachers. Parents are invited to participate in PTO and SAC and given the opportunity to give input to Parent Involvement Plan and School Improvement Plan. Parents receive information by way of FOCUS emails, School Website, Class Dojo, Flyers, and Social Media Platforms.

## Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families and how the school plans to share information related to school and parent/family programs, meetings, school reports and other activities in an understandable, uniform format and in languages that the parents/families can understand.

### Response:

For those students who have limited English proficiency, we use translation software to ensure parents have information presented in an understandable format. If we need an interpreter, we can ask our district ELL office to help us locate one. For those with physical disabilities, the school is accessible with close parking and ramps.

## Discretionary Activities (Optional)

The Parent and Family Engagement Plan includes the following discretionary activities that the District, in consultation with parents, chose to undertake to build parents' and families' capacity for engagement in the school and school system to support their children's academic achievement.

Count	Content/Type of Activity	Description of Implementation Strategy	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline
1	Provide parent trainings using funds allocated for Parent and Family Engagement	Literacy Night for parents to use as resource and literacy parent workshop	Administration, Media Specialist and Reading Coach	Improved Reading	Fall 2025 and Spring 2026



2					
3					
4					

## Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116].

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Language Barriers	Translate school communications: flyers, emails, etc.; provide translators during parent and family engagement events, and as requested	School Counselor ESOL Coordinator	On-going
Inconsistent Method of parent contact as phone numbers change frequently	Use Class Dojo, email from FOCUS and ask parents to update their information inside the parent portal.	Administrators, Tech Cons, Teachers	On-going
Meeting Attendance	Provide more than one time frame for parents to attend parent meetings/workshops.	Administration, Teachers	On-going

**Provide a description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency and parents/families of migratory children)? [Section 1116].**

### Response:

We will make sure all flyers are translated in the native language of parents. We will offer various timeframes for important meetings giving parents options.

## Evaluation of the Previous School Year's Parent and Family Engagement Plan

### Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1116]. **Include participation data on the Title I annual meeting.**

Count	Content and Activity Type	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Annual Title I Meeting	1		To inform and to help families understand school procedures, the purpose of Title I programs, how Title I funds support the school, and ways to support academic achievement
2	Open House	1		To inform parents of grade level expectations, grading policy, fieldtrips and volunteer opportunities
3	Grade Level Parent Nights	5		To inform parents of grade level expectations, grading policy, fieldtrips and volunteer opportunities
4	Literacy Night	1		To share strategies that parents may use with their children at home to improve their child's reading skills
5	Lunch with Dads	1		To let fathers know we value them and the important role they play in their child's education, to share school data and ways fathers could support the school.

### Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116 (e)(3)].

Count	Content and Activity Type	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Reclaiming our students by Hannah Beach and Tamara Strijack	6	9	The book study is to provide teachers with invaluable support as they confront the challenges of educating students during these times.

### **Evidence of Input from Parents/family members**

Evidence of parent input in the development of the plan. (SAC agenda, sign in sheets, minutes and other documents with parent input).

Submit Parent and Family Engagement Plan with principal signature.

### **Parent-School Compact**

Note: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

**Submit Parent-School Compact with principal signature.**

### **Evidence of Parents/family members in development of Parent-School Compact**

Note: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

**Evidence of parent input in the development of the compact.**